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ABSTRACT

Alternative programs in open education for student teachers in both the Department and the Graduate School of Education at the University of Utah are making substantial contributions to promoting growth in education students; genuine interpersonal relationships between themselves and their students; and humanistic values, attitudes, and behaviors. STEP (Student-Teacher Education Program) and HIP (Highly Important People), humanistic programs in two high schools in Salt Lake County, Utah, are serving dual functions as a) teaching centers for educating students from the University of Utah who desire student teaching experience in open classrooms, humanistic methods, team teaching, and affective curriculum development and b) "schools within a school" for poorly motivated and unsuccessful high school students. Evaluation data have been gathered through opinionnaires sent to university and high school students who formerly participated in the programs. The data indicate that the programs, in addition to providing an impetus for change in the teaching attitudes and goals of student teachers and teachers who have participated, also improve the learning attitudes and feelings toward school of the participating high school students. (Author/DDO)

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STEP AND HIP, HUMANISTIC PROGRAMS FOR PROBLEM SECONDARY STUDENTS

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Submitted by

The Department of Education
The Graduate School of Education
University of Utah
Salt Lake City, Utah
November, 1973

SP 007 562

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: Step and Hip, Humanistic Programs for Problem Secondary Students

Institution (complete name): Department of Education, Graduate School of Education, University of Utah

President: David P. Gardner

Campus Public Information Officer:

Faculty Member Responsible for Program: Florence R. Krall

Title of the Faculty Member: Assistant Professor of Education

Signature: Florence R. Krall

Title: Ass't Prof of Education Date: Nov. 21, 1973

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

SAMPLE: *Hypothetical Sample Description:* Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 30 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

Alternative programs in open education for student teachers in the Department of Education and the Graduate School of Education at the University of Utah are making substantial contributions to and successfully promoting changes in education students toward (1) personal growth, (2) the development of genuine interpersonal relationships between themselves and their students, and (3) humanistic values, attitudes, and behaviors. STEP and HIP, two humanistic programs in high schools in Salt Lake County, Utah are serving dual functions (1) as teaching centers for education students from the University of Utah desiring student teaching experience in open classrooms, humanistic methods, team teaching, and affective curriculum development and (2) as "schools within a school" for poorly motivated and unsuccessful high school students. Ten to twenty percent of the education students enrolled in student teaching participate in the programs each quarter.

SUMMARY OF STEP AND HIP PROGRAMS

STEP and HIP are humanistic programs developed by the Department of Education of the Graduate School of Education at the University of Utah in Salt Lake City, Utah. The programs serve dual functions as teaching centers for student teachers wishing experience in open classrooms, affective curriculum development, and humanistic methods and as alternative "schools within a school" for unsuccessful, non-conforming, or defiant high school students. Evaluation data has been gathered through opinionnaires sent to university and high school students who formerly participated in the programs. Data indicates that the programs are providing an impetus for change in the teaching attitudes and goals of student teachers and teachers who have participated in the programs as well as in those of the participating high school students.

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INTRODUCTION

Humanistic programs in two Salt Lake County high schools are making significant changes in the personal and interpersonal growth of student teachers as well as the attitudes of the high school students participating in the programs. The program may, in addition, be affecting the life goals and future careers of student teachers. Under the direction of the Department of Education of the University of Utah, STEP (Student-Teacher Education Program) at East High School in Salt Lake City and HIP (Highly Important People) at Brighton High School in Holladay are serving dual functions (1) as teaching centers for education students from the University of Utah desiring student teaching experience in open classrooms, humanistic methods, team teaching, and affective curriculum development and (2) as "schools within a school" for poorly motivated and unsuccessful high school students.

DESCRIPTION OF STEP AND HIP PROGRAMS

Rationale

The programs have been established to provide a humanistic educative environment for poorly motivated and unsuccessful high school students and to give student teachers an opportunity to train with the amotivated and problem high school students in an open classroom environment. STEP and HIP represent cooperative educational ventures established to serve a useful function for the participating schools, University of Utah teacher

candidates, and secondary school students. The programs are based primarily on the following philosophical premises:

1. A project oriented, problem-solving approach to learning can promote personal and intellectual growth in students and teachers.

2. Successful classroom experiences promote self-esteem, emotional stability, and achievement in students and teachers.

3. Collaborative efforts of teachers working as a team provide a synergestic learning climate intellectually stimulating and beneficial for the secondary school student.

4. Humanistic and open educative environments are legitimate alternatives that can and should be provided in the public schools.

5. Voluntary cooperative programs established by teacher education institutions and public schools can become the vehicles for change and innovation.

Organization

The Schools

The STEP and HIP programs are housed in self-contained classrooms within their respective high schools, East High School and Brighton High School. The high schools are located approximately 15 miles apart in the Salt Lake Valley and share a similar bio-physical and cultural environment.

East High School, one of five high schools in the Salt Lake School District, in Salt Lake City, Utah, has modular scheduling, an open campus, and a population of some 1800 students in grades 10 through 12. The student population at East High School is derived from four culturally distinct districts of the city: Federal Heights, one of the most affluent areas; the lower avenues, a difficult delinquent section; the inner city, an extremely underprivileged section; and the upper-middle class east bench area. Three large foste homes for delinquent boys and girls also feed students into the school. East High School has no special ethnic problems. The minorities are well integrated and non-militant and comprise only one percent of the student population.

Brighton High School in Holladay, Utah is one of four high schools in the Jordan School District and draws its students from a middle-class to upper-middle class area. The school has a population of approximately 1700 students and the schedule is the traditional block time. The minorities represent a very small percentage of the total population. Although the socio-economic elements of the East High School and Brighton High School population are quite different, the overt appearance, behavior, and problems of the students in STEP and HIP are very similar.

High School Student Participants

Approximately 80 high school students are presently enrolled in each program. Based primarily on records of low achievement, non-attendance, and discipline problems, high school students enter the programs through counselor referrals, parent requests, or personal inquiry. Students entering as sophomores are often referred by junior high school principals or counselors.

By present standards of diagnosis and identification, most of the high school students would be labeled "emotionally handicapped". Although the majority of the students are of average and above-average ability, some have definite, identifiable learning disabilities. For whatever reasons that exist, the students display non-conforming behavior, an inability to adapt to the regular classes, and values incongruent with their successful peers.

Two groups of students are involved in each of the programs each day, one attending for a block of time in the morning and one, for a block of time in the afternoon. For the remainder of the school day, the students attend other classes in the regular school, do volunteer work, or are employed on or off campus. High school students may receive two units of general credits each semester through their participation in the programs.

Counselors ascribe these credits to required courses needed by each student for graduation. One-half to two-thirds of the student's credits toward graduation may be earned through the STEP or HIP programs.

Teacher and Student Teacher Participants

Each of the programs is directed by a full-time salaried teacher previously trained within the STEP program. These teachers also serve as cooperating teachers for the student teachers in the programs. HIP has, in addition, a full-time teacher certified in special education.

Four teams of from two to three student teachers assist in the programs, each team serving for a half day for one quarter. Thus a total of 24 to 36 student teachers train within the programs during autumn, winter, and spring quarters of an academic year.

No screening device is used to select student teachers for the programs. Prospective student teachers are informed of the programs and, if interested, are requested to visit them. Following the visitation, the student teacher decides whether or not he wishes to participate. Ten to twenty percent of the education students enrolled in student teaching each quarter participate in STEP and HIP. Education students, secure in their ability to teach in a traditional classroom but interested in developing competency to relate to problem students, select into the programs.

The STEP and HIP Curriculums

The STEP and HIP programs provide dual curriculums; one, for university students and one, for the secondary students. Although in reality the two are integrated, their respective elements are isolated in this section for clarification in terms of purpose, content, activities, and evaluation.

The Curriculum for University Students

Purposes

The empirical design of the programs is intended to place university students in an authentic educational setting where they are faced directly with problem secondary students, pressing contemporary needs in education, and the challenge to initiate change in public education.

The outcome of the programs is aimed at the professional growth of the teacher candidate toward an empirical educational philosophy that will augment personal capabilities and human qualities and ultimately exert some significant counteraction, however small, against the dehumanizing trends in schools.

General objectives for student teachers participating in the programs focus on the personal, interpersonal, and affective areas. Hopefully, the student teacher participating in STEP and HIP will:

1. learn to create and organize a humanistic educative environment for students conducive to their personal, intellectual, and psycho-social growth;
2. gain competence in the holistic, interdisciplinary approach;
3. experience commitment, responsible freedom, decision-making, and risk taking;
4. develop insight into the functioning adolescent;
5. acquire skills needed to identify individual needs and to personalize instruction for the intellectual and social growth of students;
6. acquire interpersonal skills;
7. become more analytical, open, adaptable to change, and critical and reflective in his thinking;
8. gain insight into his personal being and develop a personalized method of teaching;
9. work collaboratively with peers and students in analyzing educational problems and effecting concrete and progressive changes;
10. develop a strong personal philosophy of education based on inquiry and social change.

Following the student teaching experience the teacher candidate is expected to demonstrate the competency to:

1. help students with low self-esteem to establish their identities;
2. accept diversified behavior in students;
3. understand the feelings of students who are frustrated or thwarted in their roles;
4. design integrated, interdisciplinary curricular programs that will motivate students to active, responsible, and self-directed learning;
5. accept the teacher role and show confidence to assume leadership, make decisions, and execute plans;
6. encourage students to master skills and information that will assist them in achieving congruence with the societal and cultural structure;
7. encourage students toward self-expressive and creative activities;
8. lead students in inquiry, and problem-solving activities directly related to their own lives;
9. establish a caring relationship with students;
10. gain insight into the underlying problems of students to assist them in overcoming destructive behavioral patterns.

Content

The content of the curriculum for education students is based on the pervading elements of humanistic education including:

1. interpersonal and caring relationships;
2. autonomy, self-discovery, and personal growth;
3. freedom of individuals within society;
4. synergistic effects of group collaboration;
5. spontaneity, self-expression, and creativity;
6. inquiry and heuristics;
7. interdependency and intervention;
8. the holistic approaches: synthesis and integration;
9. responsibility to self and others.

The education students are challenged to synthesize the theoretical aspects of humanism, discussed in their student teaching seminars, and the practical application of humanism, as it confronts them in their student teaching experience, into a sound and personalized philosophy of education.

Activities

The primary areas of education student involvement include:

1. establishing rapport and caring relationships with secondary students;
2. developing interpersonal relationships between team members and peers;
3. developing affective curriculums for open classrooms;
4. establishing rapport and sound working relationships with school personnel and parents.

As student teachers establish rapport and caring relationships with secondary students, their behaviors are concerned with forming friendships, counseling, giving feedback, confronting high school students in spontaneous encounters, tutoring, and motivating.

Through their working relationships with team members, student teachers are involved in developing interpersonal skills. The seminars, held in conjunction with other university students sharing similar experiences, give them experiences in exchanging ideas, analyzing methods, and seeking solutions to problems.

The development of affective curricular materials provides experience in designing generative thematic units. These units employ an inquiry approach, begin with concrete experiences of students, and deal with community, societal, or human problems and conditions directly related to the lives of the high school students. The curricular tasks employed during the development of these units by student teachers include:

1. selecting a generative theme that reflects the needs and interests of students;

2. organizing known sources of information for students for efficiency and availability;

3. introducing the theme, clarifying the area of study, and motivating the students toward formulating hypotheses and planning for in-depth studies;

4. guiding groups of students in collaborative inquiry to formulate and test hypothesis;

5. personalizing inquiry for individual students with specific interests and/or problems;

6. collating and sharing new information and ideas;

7. evaluating the generative unit as a learning experience and as it relates to the student's personal life;

8. generating new motives for learning.

Teachers and student teachers attempt to establish and maintain sound working relationships with parents through phone calls, home visitations, parent-teacher conferences, and special functions such as suppers or receptions. A constant effort is exerted to make the programs, which are very different from the traditional classes in the schools, more acceptable to the faculty. Publications and entertainment presented by students in STEP and HIP for their schools have been instrumental in assisting the teachers in the programs with this public relations task.

Evaluation

Continuous self-evaluation by university students is the natural consequence of the STEP and HIP experiences. The team approach, the videotapes, free exchange in group discussions, and analysis of successes and failures in planning and postmortem sessions bring performance unavoidably into clear perspective.

The response of high school students, verbal as well as nonverbal, is invaluable to the university students in providing immediate feedback on

performance and design and content of the curriculum. In addition, written evaluations of student teachers by high school students provide spontaneous and honest feedback each quarter.

Conferences between cooperating teachers, student teachers, and the university supervisor and the standard student teaching evaluation form are utilized as well.

The Curriculum for High School Students

Purposes

The academic failure student is isolated from the mainstream of school affairs and presents a potential source of conflict, delinquency, vandalism, and truancy. STEP and HIP are designed to remove the alienated student from this potentially dangerous situation by providing opportunities for him to emerge from a milieu of overwhelming failure into a new life with some self-direction and success.

Practical and extrinsic rewards are offered to the high school student in these programs in the form of credits for classes failed and, in the case of seniors, the opportunity to graduate.

A success experience is expected to lead the high school student to a new dimension of awareness of self with a less egocentric view of the world and the environment. Although the prime objective of STEP and HIP is ego development of the high school student and is consequently affective, subsequent growth in skills and cognitive knowledge is expected to accompany personal growth.

The intent is that the anomic high school student will overcome his negative tendencies, both sociopathic and passive, and redirect his energies positively toward constructive and intrinsically rewarding activities.

Thus the ultimate outcome of the programs is the emergence of young adults who, sensing their own worth and potency, might willingly accept responsible control of their lives with a greater realization of the consequences of their acts upon others.

High school students in STEP and HIP are expected to:

1. experience some degree of success, achievement, and fulfillment;
2. feel needed and accepted for their own personal worth;
3. work with peers and teachers as members of a team;
4. develop expectations and establish some personal goals;
5. receive credit toward graduation;
6. experience self-initiated and self-directed learning, self-evaluation, and self-discovery;
7. develop a social consciousness and commitment and responsibility to others;
8. experience a discovery of self;
9. show achievement in cognition and the development of skills.

Content

The content of the STEP and HIP classes for the high school student is highly diversified and includes units with thematic, topical, skill, or activity emphasis. Although units are planned with some cognitive goals in mind, the content is predominantly affective. The acquisition of factual information is considered subordinate to use and synthesis of information by students within their emerging life styles.

Some topics for study are general and thematic and include such studies as perception, dissent, careers, ecology, government, self-expression, and contemporary social problems in America. Other topics are more specific, namely, the family, sex, witchcraft, contemporary education, modern lyrics, architecture in Salt Lake City, photography, tree planting, or gardening.

Upon request by high school students, individual units may be planned for cognitive knowledge or skill mastery. Some units are totally activity-oriented.

On the whole, the content reflects the experience and interests of the teaching team. As greater specificity of subject matter occurs, more structure is imposed; when broader and more universal topics are selected, greater possibilities in modes of learning and expression are evident. Likewise, the more varied the backgrounds of team members, the more interdisciplinary and diversified becomes the content.

A constant effort is exerted through the content of the curriculum to draw the students together in positive interrelationships between themselves and the adult community.

Activities

Activities are planned to provide both group participation and individualized studies. Large group activities such as discussions, Glasser type class meetings, field trips, guest speakers, beautification projects, community service projects, community surveys, and recreational activities occur each week. Small group work may include role-playing, psychodrama, reading, writing, discussions, or media-related activities such as photography. Personalized studies may deal with a specific area of interest such as folk music, birds of prey, motorcycles or may be oriented towards skill mastery and include tutoring.

No historical approaches, textbooks, formal methods, or tests are used in STEP or HIP. Activities allowing free expression are encouraged and may at times emphasize production, e.g. newspapers, magazines, films, slide shows, dramas, murals, or television and radio shows. In all cases, active participation is sought to counteract amotivation and passivity. Shared

learning activities are emphasized and selected for relevance, enjoyment, immediate benefit, and intrinsic motivation.

Evaluation

Evaluation of high school students is subjective and qualitative. No tests or formal testing for students are used in either STEP or HIP. Grades and credits are equated to attendance, participation, and learning and arrived at collaboratively or negotiated by high school students and teachers.

Attendance records are kept as well as portfolios of student products. Students are expected to communicate what they have learned either verbally, through journals, or in some other legitimate form.

Student teachers and teachers assume the responsibility for advising a small group of students. In this advisory capacity, the teachers provide tutorial help, guide personalized studies, counsel in personal problems, and confer with students each quarter to evaluate progress and participation.

ORGANIZATIONAL DEVELOPMENT OF STEP AND HIP PROGRAMS - PERSONNEL AND BUDGET

STEP began in the fall of 1970 at East High School in Salt Lake City as an attempt to introduce empiricism and humanism into two general methods classes traditionally taught on campus. The intent was to provide education students in these classes with an opportunity to interact directly with high school students in a setting of collaborative inquiry.

During the first quarter, Autumn Quarter of 1970, education students met with problem high school students recommended for the experimental program by East High School counselors. Education students participated in teams for one or two periods per week and planned activities to motivate the high school students and to give them an opportunity to make-up classes they had previously failed.

The response by the university students, high school students, and administration at East High School to the initial experimental classes was very positive and led to plans for a more comprehensive program for the remainder of the school year. A self-contained classroom and a block of time each morning were designated and STEP developed into a "school within a school". During Winter and Spring Quarters of 1971 STEP was manned by teams of university students volunteering for the program and one faculty member from the University of Utah, Department of Education.

At the outset of the 1971-1972 school year, the Salt Lake School District hired a graduate student, who had trained in the program the previous year, as an intern and director. STEP continued on a half-day basis with teams of student teachers participating each quarter.

In the fall of 1972, STEP was extended into an all-day program serving two groups of high school students for a half day, employing the director from the previous year as a full-time teacher, and accommodating two teams of student teachers. Concurrently, the HIP program at Brighton High School was developed by two young teachers, formerly participants in STEP during their student teaching. The program design, philosophy, and organization of HIP was similar to STEP's but with greater involvement and collaboration with special education personnel.

During the present school year, 1973-1974, both STEP and HIP are full-day programs, each serving two teams of student teachers per quarter. Approximately 180 persons are involved directly in the programs each quarter: two faculty members from the Department of Education, University of Utah, serving in supervisory and advisory capacities; three full-time teachers, directing the programs and serving as cooperating teachers for student teachers; 8-12 student teachers, forming teams with the cooperating teachers;

and about 160 high school students participating in the programs. In both schools, the principals and counselors work closely with the programs and provide assistance and guidance.

STEP and HIP receive supplies and equipment as do other classes in their high schools. No attempt has been made to finance these programs through special grants although the HIP program does receive special education funds. The programs are considered necessary alternatives and are financed through the regular school budget.

Although the organization of the programs has undergone considerable alteration since their institution, the philosophy and the classroom environments have remained essentially as they were initially envisioned. Great effort has been exerted to prevent the programs from becoming institutionalized and to assure the continuance of a free, open, and humanistic milieu.

EVALUATIVE PROCEDURES AND DATA ON STEP AND HIP PROGRAMS

Evaluation of the STEP and HIP programs consists of (1) quarterly evaluations by participating high school and university students from 1970-1973; (2) an opinionnaire sent to all former student teachers in STEP or HIP from 1970-1973 and compiled fall quarter of 1973; and (3) an opinionnaire sent to high school students who participated in STEP from 1970-1973 and compiled in the spring of 1973. Most of the data has been compiled on the STEP program, it having been instituted for a longer time than the HIP program which is just commencing its second year.

Quarterly Evaluations

University Student Evaluations

In addition to individual conferences held with each of the student teachers, various kinds of written evaluative insturments have been employed

to secure feedback from university students on the programs. Three questions have been repeated each quarter and have provided valuable insight. The questions and their most frequent responses are listed below:

Question 1. What was most worthwhile aspect of your student teaching experience?

Responses:

1. the experience with high school students
2. freedom to experiment
3. working in a team

Question 2. What was the least valuable or most difficult aspect of your student teaching?

Responses:

1. disorganization
2. difficulties with team members
3. inability to adapt to an open classroom

Question 3. List the things you now do as a result of your student teaching experience.

1. have empathy for the unsuccessful or deviant student
2. question and criticize the relevance of what I teach
3. delay forming opinions of others;
4. am developing a personalized philosophy of education
5. can no longer be authoritarian
6. realize I can learn with students

High School Student Evaluations

In their on-going evaluations of the STEP and HIP programs, high school students have responded similarly to student teachers. The things they like best are the teachers, freedom, and discussions. The things they like least

are disorganization and wasting time. Both groups of students consistently express respect and affection for each other, value freedom highly, but are impatient with disorganization.

Opinionnaire to Former Student Teachers in STEP and HIP, 1970-1973

In the fall of 1973, an opinionnaire was sent to persons who had completed their student teaching in either the STEP or HIP programs during 1969-1970, 1971-1972, or 1972-1973. Opinionnaires were mailed to 42 persons, representing the total population of former participants in the programs. Thirty-two responses, 76%, were received with five opinionnaires being returned because of no forwarding address.

The opinionnaire with totaled responses and percentages is reproduced below and followed by a more detailed reporting of responses to Questions 4, 6, 7, and 9.

Opinionnaire

1. Check one--

   I am a

   (29) graduate and certificated teacher (91%)
   (3) undergraduate (9%)

2. Evaluate your student teaching experience as compared with other education classes

   (31) provided more learning (97%)
   (1) provided about the same amount of learning (3%)
   _____ provided less learning

3. Evaluate your student teaching experience as compared with other university classes

   (25) provided more learning (78%)
   (5) provided about the same amount of learning (16%)
   (2) provided less learning (6%)

4. Do you feel that the student teaching experience caused you to change in any significant way?

   (29) yes (91%) (3) no (9%)

   Explain _____

   _____

5. Have you been or are you presently employed as a teacher?

(19) yes (59%) (13) no (41%)

If answer to #5 is "yes", answer questions 6-7.

6. Are you teaching in or have you taught in a "special program" (e.g., for potential dropouts)?

(8) yes (42%) (11) no (58%)

If yes, briefly describe: _____

_____

7. If you are teaching in a traditional classroom, please describe briefly.

_____

_____

If answer to #5 is "no" and you are a graduate certificated teacher, answer questions 8 and 9.

8. Have you actively sought employment as a teacher?

(5) yes (45%) (6) no (55%)

9. What are you presently doing?

_____

_____

_____

10. Knowing what you now do, would you again select to do your student teaching in STEP?

(28) yes (88%) (4) no (12%)

Question 4. In reply to Question 4, 31 of 32 respondents or 97% felt that the experience had caused them to change in a significant way. These changes were expressed equally in terms of personal and interpersonal growth.

In terms of personal growth, past participants of STEP and HIP felt that the student teaching experience had caused them to:

1. become more empathic, open, and humanistic;
2. become more flexible, open to change, open to evaluation, and willing to experiment;

3. gain confidence in themselves;

4. become more realistic about weaknesses and realize that a warm and caring attitude is indispensable to a successful teacher;

5. develop personalized teaching methods;

6. apply open-classroom concepts;

7. be more aware of the possibility of dodging responsibility.

In terms of interpersonal growth, past participants of STEP and HIP felt that the student teaching experience had caused them to:

1. be more open, sensitive to, and cognitive of the needs, uniqueness, individual worth, and hidden potential of students;

2. become more tolerant and acceptant of others;

3. listen to and respond to others;

4. increase their understanding of and alter their perception of student-teacher roles.

In the realm of personal philosophy, the former participants felt that the programs had caused them to:

1. reevaluate beliefs;

2. develop a more realistic perspective of the elements of education;

3. reshape goals and ideas toward more humanistic values;

4. confirm teaching as a life pursuit;

5. question teaching as a life pursuit.

Question 6. Eight of 19 or 42% of the respondents who are or have been employed as teachers indicated that they were teaching in special programs which they describe as:

1. a special education program using innovative in-classroom techniques (1);

2. programs for unsuccessful junior high school students (2);

3. programs for unsuccessful high school students (3);

4. federal program for disadvantaged tutoring service (1);

5. open school for students who do not achieve in public schools (1).

Question 7. Teachers who are or have been employed in traditional classrooms, described their classrooms as follows:

1. traditional but project-oriented
2. innovative and individualized
3. individually paced
4. progressive
5. flexible
6. diversified
7. open, with interest centers

Question 9. Former participants of STEP and HIP who are not or have never been hired as full-time teachers indicated the following pursuits:

1. teaching assistants in university;
2. seeking undergraduate degrees;
3. married and expecting or raising babies;
4. substitute teachers;
5. self-employed or in jobs other than teaching;
6. graduate school.

Opinionnaire to High School Students in STEP, 1970-1973

In the spring of 1973, the teacher-director of STEP at East High School compiled data on all high school students who had participated in the program during 1970-1973. The information presented in the following section is abstracted from a summary report written by him for the Department of Education as partial fulfillment for the Degree of Master of Education.

The data was obtained by personal interview with the following percent of former participants contacted:

1970-1971 69% of graduates contacted

1971-1972 75% of graduates contacted

1972-1973 100% of students in the program that year

A sample questionnaire with a summary of responses follows. The answers to questions 5 and 6 did not seem pertinent and were omitted.

Sample Questionnaire

Following is a duplicate of the questionnaire which was used in this study:

1. What are you doing now?

   School

   Work

   Play

2. Did the STEP class make any change in your life? Specifically what?
3. Did the class change your feelings toward:

   a. other students? How?

   b. your family? How?

   c. the school (administration, teachers)? How?

   d. the community (law, work, etc.)? How?

4. How have your feelings about STEP changed from the beginning to now?
5. Name three things that you remember most about the class (first things that come to mind).
6. What experiences were valuable to you?
7. What experiences were not valuable to you?
8. How do you feel about STEP as compared to the regular school?
9. In what ways has STEP prepared you for life?
10. If you had it to do over, how would you change the class?

Summary of Responses

Question 1: What are you doing now? School? Work? Play?

	70-71	71-72	72-73
(a) working	55%	59%	
(b) armed services	16%	9%	
(c) in school	16%	25%	
(d) housewife	6%	4%	
(e) in college	12%	16%	
(f) unemployed	6%	4%	
(g) school			100%

Question 2: Did the STEP class make any change in your life? Specifically what?

	70-71	71-72	72-73
Percent stating that STEP had made a positive change in their lives.	78%	66%	81%

Of those responding that STEP did make a change in their lives, the most common responses were:

70-71

graduation, changed attitudes towards school and learning, increased awareness of the things going on around them.

71-72

graduation, got to know people better, changed attitude toward school and learning, broadened awareness of people and things, helped to begin thinking of the future and future goals.

72-73

changed attitudes toward school and learning for the better, helped to get through school...might have dropped out otherwise, more open with others, became more responsible.

Question 3: Did the class change your feelings toward (a) other students? (b) your family? (c) the school? (d) the community (law, work, etc.)?

	70-71	71-72	72-73
(a) positive change in feelings toward other students	50%	43%	66%
(b) positive change in feelings toward families	22%	16%	37%
(c) positive change in feelings toward school	72%	74%	73%
(d) positive change in feelings toward community	50%	25%	49%

Question 6: What experiences were valuable to you?

Responses included: talking to teachers, learning teachers are human beings, teachers cared, discussions, field trips, working with children, individual projects, guest speakers, and community involvement.

Question 7: What experiences were not valuable to you?

Most students stated they found nothing invaluable in the program. Several mentioned disorganization, doing nothing, and evaluations as not being of value.

Question 8: How do you feel about STEP as compared to the regular school?

	70-71	71-72	72-73
Students preferring STEP	84%	92%	93%

Question 9: In what ways has STEP prepared you for life?

Most frequent responses included "it didn't, graduation, helped me to relate better to others, helped me to communicate, helped me to understand people, left me more open to things."

Question 10: If you had it to do over, how would you change the class?

Most frequent responses included:

	70-71	71-72	72-73
(a) wouldn't change it	35%	27%	35%
(b) more organization	12%	18%	5%
(c) more academics	12%	9%	5%
(d) accomplish more		23%	
(e) more structure		9%	

CONTRIBUTION OF THE STEP AND HIP PROGRAMS TO THE IMPROVEMENT OF TEACHER EDUCATION

STEP and HIP, alternative programs in open education for student teachers in the Department of Education; the Graduate School of Education at the University of Utah are making substantial contributions to and successfully promoting changes in education students toward, (1) personal growth, (2) the development of genuine interpersonal relationships between themselves and their students, and (3) humanistic values, attitudes, and behaviors. A list of assumptions based on evaluative findings as well as feedback from administrative personnel at East High School and Brighton High School is presented to further clarify the contributions of the programs to teacher education.

The STEP and HIP programs are causing student teachers to:

1. value their relationships with students;
2. become more other-oriented and less egocentric;
3. experiment freely with teaching techniques;
4. appreciate uniqueness and individuality in students;
5. rely less on subject and more on interpersonal skills and affective curricular techniques and materials;
6. become more open-minded;
7. develop a collaborative spirit with others;

8. develop an empirical, personalized, and realistic philosophy of education;

9. accept or reject teaching as a career;

10. evaluate goals in light of experience.

The STEP and HIP programs are influencing the careers and lives of teachers who were former participants as indicated by an expressed desire to:

1. retain a humanistic orientation toward others;

2. seek employment with problem students;

3. use innovative and experimental techniques in the traditional classroom;

4. continue personal growth;

5. set firm goals and commitment to a teaching career.

The STEP and HIP programs are initiating changes in public schools by:

1. improving attitudes of teachers toward the deviant student;

2. encouraging principals and teachers to establish alternative programs within the schools;

3. improving the general climate and morale of the school;

4. giving failure-oriented students an opportunity to succeed;

5. stressing humanistic techniques and objectives;

6. focusing on the individual worth and autonomy of both students and teachers;

7. providing teachers with the necessary humanistic skills to interact effectively with all students;

8. developing affective curriculums that promote self-worth and self-fulfillment in students;

9. decreasing drop-out potential in schools.

One of the urgent needs in education is to assist the individual to recognize his personal significance and to discover his relationship to others as he shares the physical, biological, and socio-cultural environments of Planet Earth.

The impetus in education must be toward furthering humanness, man's compassionate tendency to refine and perfect his nature. Although many institutional and organizational barriers to humanization in our public schools must be overcome, the impetus for change can come from within. Educational revolution must begin in the hearts and minds of those of sincere and tenacious spirit who are convinced that they can and will make a difference.

Bibliographical Note:

Data and information for this entry were abstracted for the most part from two sources:

Bullough, Robert V., Jr. An Evaluation of the STEP Program. Summary Report of Practicum. Department of Education. June, 1973.

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